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ABSTRACT

Since 1965, first through Title I of the Elementary and Secondary Education Act and now through Chapter 1 of the Education Consolidation and Improvement Act, funds have been allocated to supplement regular classroom instruction for children achieving below grade level. Together, Title I and Chapter 1 form a 20-year continuum of a concentrated, sharply focused effort against the sources of educational failure. In Ohio the program is in place in 99% of the state's 616 school districts. Among those helped by the program are migrant children as well as handicapped, neglected, and delinquent youths. In this program, the children typically receive 30 to 45 minutes of individualized reading or mathematics instruction each day. Emphasis is on having the children work independently at their own speed. They are tested at the beginning and at the end of the school year, after which many are able to leave the program because they are ready to keep up with their regular classes. School districts are helped in implementing the program by consultants from the Ohio Department of Education's Division of Federal Assistance. Parents contribute by participating in parent advisory councils and helping with Chapter 1 classes. (FL)

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CHAPTER ONE IN OHIO

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

ED255888

ONE

TO GROW ON

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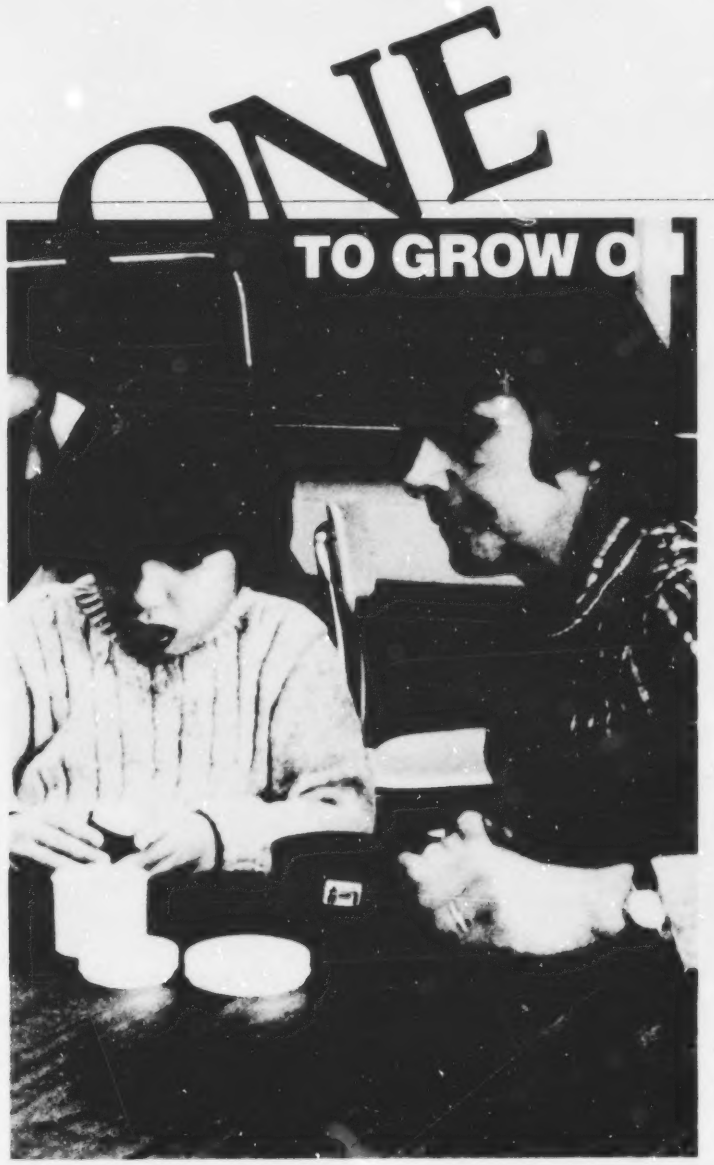

ONE
TO GROW O

Children in Chapter 1 are capable of learning and improving. The majority of them can and do.

SCHOOL SUPERINTENDENT

At first, Doug came to Chapter 1 class with a very defeated look on his face. One could tell that he had experienced many failures.

Now, he comes ready to see what assignment is waiting to challenge him.

CHAPTER 1 TEACHER

Remember your first day of school? You had immunization shots that still itched, new shoes, a new lunch box, and even some new sharp pencils (though writing was still a mystery). You were as ready as could be to leave babyhood and join the big kids' world.

How about the first week? The first month? And the days and weeks after that?

Those initial school experiences might have started you on a lifelong adventure with learning that never lost its magic. Or the magic might have faded quickly when you found it was difficult to follow what the teacher was saying or what the class was doing. Being ready for school meant more than having new shoes and pencils.

As the weeks and months went by, your happy anticipation about this new adventure may have been replaced by suspicion, then certainty, that you had fallen too far behind to catch up.

Years ago, this was too often the case. But since 1965, Chapter 1, or its predecessor, Title I, has been there as a safety net to catch children who weren't quite ready for school. It has been there to lift them up to their grade level and to give them a much better chance of success.

This federal program, now in place in 99 percent of Ohio's 616 school districts, is designed to compensate for the fact that children come from different backgrounds and grow at different rates. Chapter 1 takes some of the harshness out of the truth that gifts are not distributed equally. For children who aren't quite "ready," it provides an extra lift, the *one to grow on*.

Teachers, parents, students, the whole community working together. That's what Chapter 1 is all about!

CHAPTER 1 SUPERVISOR

Chapter 1 or Title 1, the name doesn't matter! Each year since 1965, this program has helped thousands of young children in Ohio improve their reading skills.

FEDERAL PROGRAM DIRECTOR

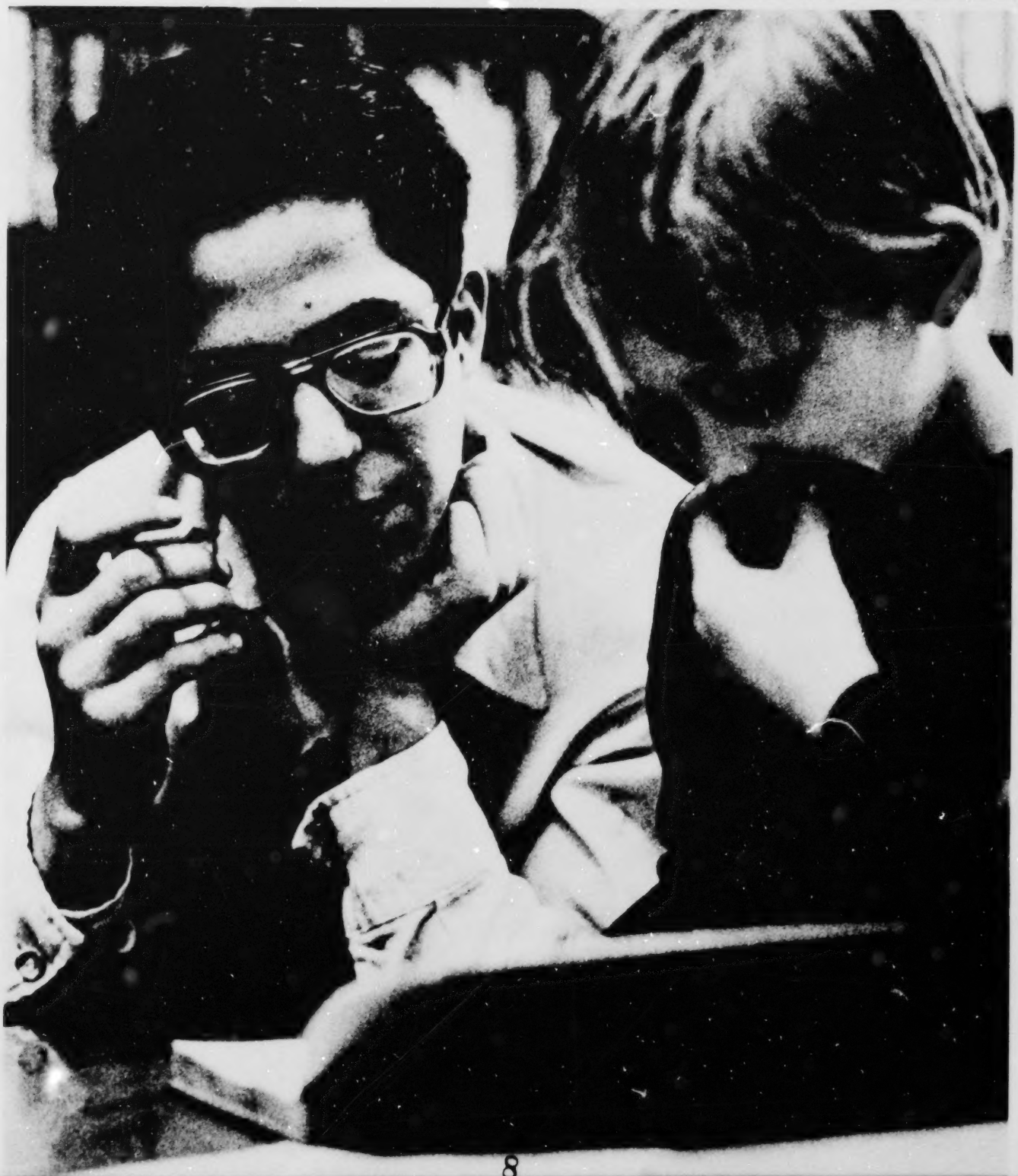
Before Chapter 1, some children fell behind in school and stayed behind in life—sad case histories of underachievement and unemployment.

In 1965, Congress acted to strengthen the chances of educational achievement for such children by passing Title I of the Elementary and Secondary Education Act. Funds were allocated to schools to supplement regular classroom instruction for children achieving below grade level.

The Education Consolidation and Improvement Act, created by Congress in 1981, changed the name of the program to Chapter 1. Together, Title I and Chapter 1 form a 20-year continuum of the most concentrated, sharply focused effort ever mounted against the sources of educational failure.

This continuum has gone beyond school walls and school people to involve parents and communities in the decisions which give children a brighter future. A formidable team of workers—teachers, parents, school administrators, state and federal officials, even older students helping younger ones—has attacked the problem for a score of years with every resource that care, thought, and money could bring to bear.

This is the story of the way these partners work, some of the things they have accomplished, and how all of us benefit because children have Chapter 1 to grow on.



You can buy a lot of material or fancy gadgetry, but nothing takes the place of a teacher who can help a child learn to read.

ELEMENTARY SCHOOL PRINCIPAL

In a regular class, instruction is usually aimed for the middle. In Chapter 1, children learn at their own pace and pick up missed skills.

ELEMENTARY SCHOOL PRINCIPAL

First graders make great gains in work habits. At the beginning of the year, one boy thought only of recess. By second semester, he entered the room each day asking, "What are we gonna work on today?"

CHAPTER 1 TEACHER

Chapter 1 was created so that needs of educationally disadvantaged children could be identified and met through supplemental instruction. In Ohio, reading has been determined to be a priority need in nearly 99 percent of the programs operated with Chapter 1 money.

School districts receive funds on the basis of how many children from low-income families reside in the area. Children from both public and private schools qualify based on educational criteria—generally low scores on achievement tests.

A Chapter 1 child typically is excused from the regular classroom for part of each day, usually 30 to 45 minutes, to go to the Chapter 1 reading room.

Here instruction is personalized to such an extent that the teacher prepares a separate lesson plan for each of the 40 or so students who come each day. Each Chapter 1 teacher sees students in groups small enough to allow precise diagnosis of what each child needs to improve reading skills.

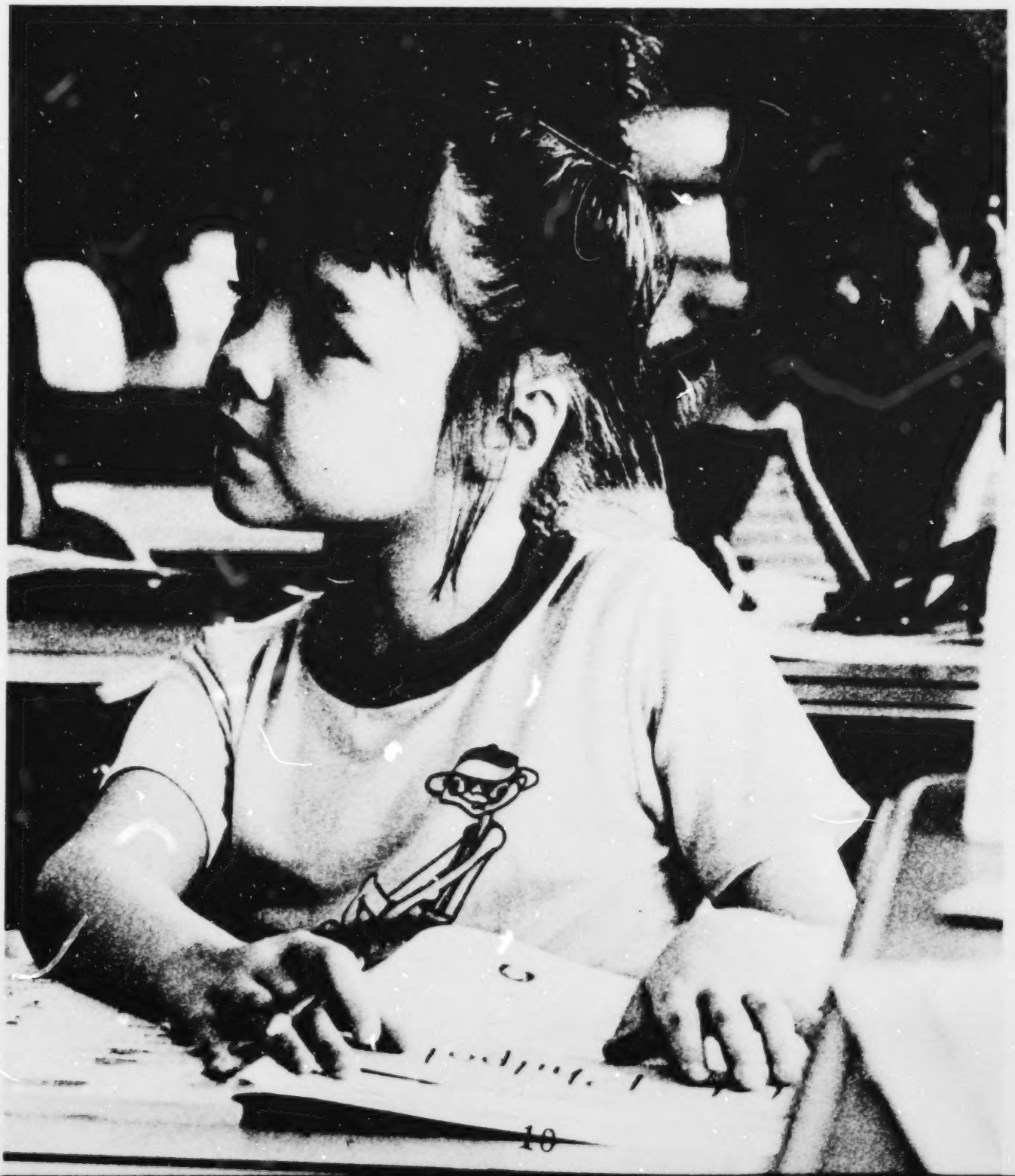
Children are tested at the beginning of the school year and at the end. Educational progress is charted in normal curve equivalencies (NCEs), which measure growth above levels expected in the classroom.

Emphasis is on working independently, at one's own speed. Chapter 1 instruction is always supplemental to classroom instruction. There's time and diagnostic expertise to go back and pick up missed skills. At the end of the year, many children are ready to leave Chapter 1; they're able to keep up with the other students in their class.

Chapter 1 gives the added individual instruction some children need to master skills already learned by their classmates. Many are simply "young for their age." Just sitting still is difficult. The wigglers, the talkers, the nervous chewers need extra time and guidance to mature.

The silent children, the withdrawn, the timid ones need confidence. Perhaps the most priceless quality of Chapter 1 is that it is geared to success. Children are given tasks at which they can succeed. Individual instruction ensures that they *do succeed*. Many of them go on to make the honor roll and graduate from high school. Some go on to a vocational school or college.

If the program were to be measured in economic terms alone, the added taxes from the larger incomes of former students would repay with interest the cost of Chapter 1 instruction. In human terms, the loss would be immeasurable if the potential of these children had never been unlocked. Chapter 1 gives the extra care and confidence some children need to grow on.



Thank God for teachers who care. Chapter 1 is fantastic.

PARENT

Reading is the most important part of the educational process. If you aren't able to read, your school problems are multiplied.

SCHOOL SUPERINTENDENT

I can read now. Take me to the library.

SECOND GRADER TO HER MOTHER

Chapter 1 helped me with what you call words like antonyms and stuff like that.

STUDENT

A typical Chapter 1 reading room scarcely looks like a classroom. At one table, a girl may be tracing letters with her fingers in a tray of cornmeal while the teacher works with a boy who is sorting pictures to match vowel sounds. Several other children may be completing tasks the teacher will check before the class ends.

During the next class period, the teacher may trace letters on the back of a child who is able to learn the letters better by feeling than by seeing. A parent volunteer may have arrived and been asked to work with children who need help with word recognition.

In another Chapter 1 teacher's room, a couple of children with headphones may be reading stories and listening to them at the same time. Others may be in a corner of the room that is furnished with easy chairs, pillows, and a bookcase stuffed with books for silent reading. Children who finish their assignments early make a beeline for the bookcase. They often work so intently that they do not realize when the reading class is over.

With all that is known about how children learn, one fact remains paramount. Whoever unlocks the printed page for a child changes a life. For many children today, that person is the Chapter 1 reading teacher.

Teaching reading is an exact science, and these practitioners are experts at discovering not only what children need to learn, but the best ways of helping them learn it. Chapter 1 teachers don't just teach. They care. Along with sounds and letters, children learn that they *can* read, comprehend, and grow intellectually.

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Without Chapter 1 help, my child would have to struggle with math.

PARENT

Sometimes when children are a little more mature, something clicks. Then a once-difficult problem is easy.

CHAPTER 1 MATH TEACHER

I help kids feel good about themselves. I'm more a booster than a giver of knowledge. I help them find out how *and remind them that they* can.

CHAPTER 1 MATH TEACHER

The purpose of Chapter 1 is to give educationally disadvantaged children a stronger start in the basics. One basic, of course, is reading, to which the preponderance of Ohio's Chapter 1 dollars are devoted. Another basic is math.

As in reading, four or five children who need extra help with math leave the regular classroom at the same time. The Chapter 1 teacher supplements and reteaches what the regular class is learning, and most of all reinforces the certainty that one can learn math concepts and have fun doing it.

What's not fun about working math equations with solutions that give the answer to a riddle? Or doing a crossword puzzle that calls for numbers instead of letters? Or using a small computer to sharpen recognition and memory skills?

Ohio school districts that have Chapter 1 math classes usually begin them at the primary level. But the classes may be extended upward when tests show a particular need for supplemental help at grades four, five and six. For example, students often need to polish subtraction skills and internalize multiplication tables before they can do long division.

As in Chapter 1 reading classes, the emphasis in math is on teaching the same concepts that are being taught in the regular classroom, but in different ways; on working independently and using time productively. Sometimes it's a student's last chance to grasp a concept before it passes by forever. Perhaps now the student has the added maturity to learn easily a point that was missed earlier. And always, a teacher makes sure the child succeeds at the assigned tasks and begins to think of math as something that can be learned.

If we can identify problems early, we can deal with them in a matter of months instead of years.

CHAPTER 1 SUPERVISOR

Four-year-olds love school. They absorb learning like dry sponges.

CHAPTER 1 PRESCHOOL TEACHER

Children who go to preschool do much better in kindergarten.

CHAPTER 1 PRESCHOOL TEACHER

You are not alone. Other kids in kindergarten are probably scared, too; so help each other.

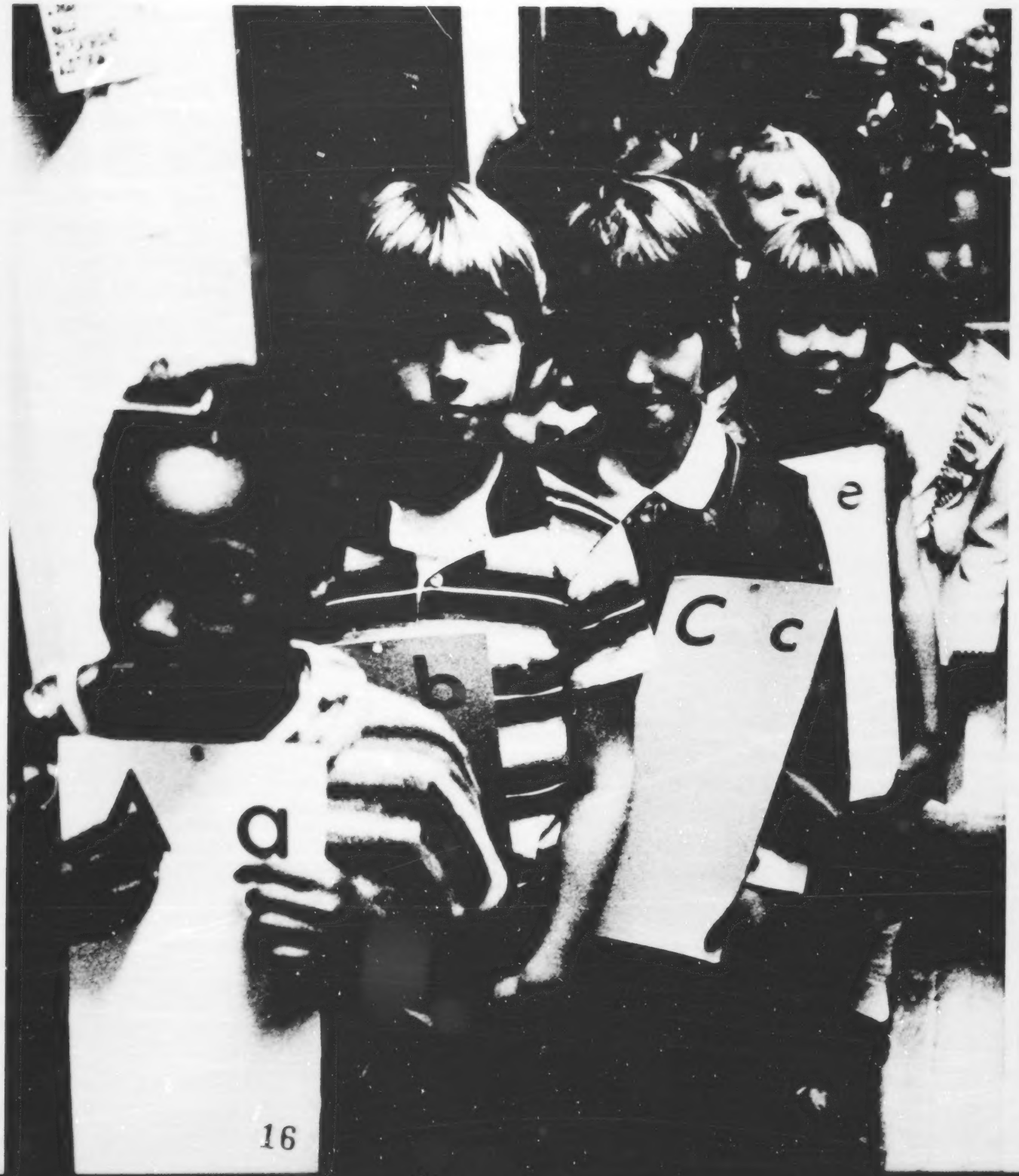
PARENT TO CHILD ON FIRST DAY OF SCHOOL

Educators are finding that the earlier a child's learning problems are identified, the more quickly they can be overcome. In Ohio, some school districts are using Chapter 1 funds to teach preschoolers or to extend kindergarten to a full day for selected children.

The school setting fosters growth. On the first day of school, prekindergarten children come into a room with more learning materials than they have ever seen. Some of these children have never been away from home or played with other boys and girls. Tears and fights betray their awe at the situation and their lack of social skills. But in a short time, they're taking turns and putting things away. They love school, and test results at the end of the year show it.

For some children, half a day of kindergarten is not enough, and schools use a portion of their Chapter 1 dollars to provide a full day of instruction. Extended-day kindergarten students are soon so absorbed in planned educational activities that they don't realize they're learning. Teachers help them with letter and number recognition. Aides assist with crafts and physical activities. The children learn concepts in songs and rhymes that they would not otherwise readily grasp.

First grade will be much easier as a result of extra kindergarten experience. This "one to grow on" will put these children ahead before they have a chance to fall behind.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One concern is how many kids we are going to have each year. Our middle name has to be flexibility.
MIGRANT EDUCATION CONSULTANT

As a child, I was worried about being a migrant. My teachers gave me self-confidence.
COLLEGE FRESHMAN

Migrant parents see how mechanization has affected the harvesting of crops. They encourage their kids to go to high school and complete their education.
MIGRANT EDUCATION DIRECTOR

Many migrant kids do quite well in public schools due to the help that they've received in Chapter 1 summer migrant programs.
SCHOOL ADMINISTRATOR

One of my roles is convincing older students that they can graduate from high school, go on to college, and succeed.
SCHOOL RECRUITER

Some 30 Ohio school districts have influxes of children whose parents are migrant agricultural workers. These families follow the growing season from state to state, coming to Ohio as early as April and staying as late as November. Many of these children speak Spanish at home rather than English.

Chapter 1 classes assist migrant students with language skills during the spring and fall of the regular school term. Migrant families also send preschool-through elementary-age children to Chapter 1 summer schools. Several districts offer summer evening classes for high school students. In two districts, Chapter 1 offers help to children of migrant families that have become year-round residents of Ohio.

Migrant education requires extraordinary flexibility on the part of teachers and administrators. In addition, migrant children must make frequent adjustments as they move from school to school. The migrant population changes constantly as new families enter the migrant stream and others leave or "settle out."

In the summer, migrant parents find it difficult to sacrifice the income their older children would earn if they were working alongside them in the fields. Yet, most parents don't want their children to become dependent on picking crops for a living.

Prospects for the future are uncertain. Mechanical harvesters have reduced the need for migrant workers. Many Ohio farmers who formerly employed migrants have also turned to crops that require less hand labor. The future will be such that children of migratory workers must have quality education in order to take advantage of a wider range of employment opportunities.

Chapter 1 is helping. Migrant children enrolled in public schools are better prepared due to summer instruction and tutoring during the school year. Many migrant youth are graduating from high school, and some are going on to college. A national computerized record transfer system has helped eliminate duplications in their schooling.

Gap areas in the provision of educational services are disappearing, and so are old prejudices, worn away by the dedication of Chapter 1 educators, migrant parents, and students.

I was afraid to ask questions in school because I didn't want to look like a dummy. The group home tutor works with me one-on-one and answers my questions.

GROUP HOME RESIDENT

I don't know if I can change their lives, but I can "con" them into learning.

GROUP HOME TUTOR

Before I came here, I wasn't sure if I wanted to graduate or not. But since I've been working with a tutor, I found I could do the work. I plan to stay here and finish high school.

GROUP HOME RESIDENT

I love working with high school kids and helping them find out they can do the work. Without help, they're not going to get anywhere.

GROUP HOME TUTOR

For still other youngsters, Chapter 1 is their main chance and their best hope. Many handicapped, neglected, and delinquent youth are not reached through the usual educational channels. But Chapter 1 finds ways to reach them.

Hundreds of youths in Ohio penal institutions have access to supplemental instruction in reading and math. Many are dropouts from hometown high schools. Many have experienced failure and are now mature enough to know they need to learn to read and increase their skills in math.

Chapter 1 also funds special programs for handicapped children in state-operated institutions and in the Ohio Department of Education's two residential schools, the State School for the Blind and the Ohio School for the Deaf.

The Ohio Veterans' Children's Home at Xenia is a haven for children who have been orphaned or taken by the court from unsuitable homes, or who have been judged by the court to be delinquent. Some live there for all 12 years of their school career, attending the home's own accredited school. Chapter 1 supports the home's program of education through tutoring services.

Still other youngsters are under court orders to live in foster or group homes. Many of them have not been in a regular classroom for months or years, and their memories of school are not ones of achievement. But as residents of a group home, they must go to school full time, work toward a certificate of graduate equivalency, or look for a job.

Chapter 1 helps with all three alternatives by providing tutors who spend several hours each day at the group home, working individually with the residents to help them set goals, do homework, study for the GED test, or complete job applications. When there's time left over from these tasks, one tutor helps his students read their mail and write letters. The reward for good work is a pass to go out in the evening.

The tutor is teacher, leader, parent, confidant, an adult presence in their young lives—a mentor who rekindles confidence. With Chapter 1 to grow on, these students do have a future.

My kid's going to have a better chance than I had. He needs help with reading and that's why he's in Chapter 1.
YOUNG FATHER

Many parents don't feel comfortable coming to school. But once they come, they find there are many things they can do.
PARENT ADVISORY COUNCIL MEMBER

We couldn't get along without volunteers. They give us extra pairs of hands.
CHAPTER 1 TEACHER

A key concept of Chapter 1 is that parents should exercise a partnership role in their children's education. Forging this link between community and school helped assure the program's success, for the link grows stronger each time a Chapter 1 child succeeds. Parents are glad to see their children enrolled in Chapter 1.

Parent advisory councils offer a forum where parents can learn what Chapter 1 is doing for their children as well as what activities they can do to help them learn at home. At council meetings, parents discover that they're not the only ones who feel unprepared to help their children and that, indeed, there are many helpful things they can do.

Many parent groups meet in the evening so that working parents can attend. Meetings are often held in places other than the school. Some groups provide baby sitting and transportation to get more parents involved. Once involved in the Chapter 1 group, many parents become active in other aspects of their children's schooling.

Some parents offer to help with Chapter 1 classes, and their assistance is welcomed and valued. Individual instruction is the heart of Chapter 1, and having a parent volunteer in the classroom makes it that much more available.

Whether or not parents assist in the classroom or join the advisory council, they receive detailed periodic reports of their children's progress in the Chapter 1 class. Parents are also encouraged to visit the classroom and talk with the teacher.

On school conference days, parents often confer with both the classroom teacher and the Chapter 1 teacher. The vast majority of parents who respond to school district surveys consider Chapter 1 a well-nigh indispensable resource for securing their children's right to a quality education.

Ninety percent of what teachers need to know involves coming up with different ways to do the nitty-gritty, day-to-day things that help kids learn.
CURRICULUM COORDINATOR

I am happy with the positive attitude these children have about Chapter 1. They experience daily success in reading.
CLASSROOM TEACHER

The benefits of Chapter 1 go beyond the success measured by standardized reading tests. Students take pride in being able to "do it on their own."
CLASSROOM TEACHER

Since the beginning of Title I, a significant number of private school pupils have received specialized assistance designed to meet their specific educational needs. The cooperation of public school districts throughout the state in providing this assistance is greatly appreciated.
PRIVATE SCHOOL ADMINISTRATOR

As it has helped thousands of children to grow, Chapter 1 in Ohio has grown, too. Ohio's educational leaders have directed and shaped the program to serve the needs of children.

The intentions of the original design of Title I remain valid. The structure of Chapter 1 is solid. During the past 20 years, some things have remained constant. For example, in Ohio there has been a continuing insistence on excellence—"doing the best we can do for each child"; on diagnosing each child's greatest educational need; on personalizing instruction; on parent involvement; on evaluation and accountability.

Some early Title I programs took various directions. But Ohio quickly gave priority to basic academics—reading and math—and committed its funds and efforts to excellence in these subjects. Today, 99 percent of Ohio school districts operate Chapter 1 programs and nearly all provide reading instruction. Some programs include math, extended-day kindergarten, preschool education, or tutorial services.

Consultants in the Ohio Department of Education's Division of Federal Assistance are available to guide school districts in the operation of Chapter 1 programs. While the commitment to quality must remain constant, the program must have flexibility to stay in tune with the changing needs of children. Ohio's teachers and administrators learn and grow along with the children they serve.

Inservice education provides for the exchange of ideas and the renewal of commitments that keep the program vital. Furthermore, inservice is an important component of Chapter 1 at both the state and district levels. The kind of instruction that Chapter 1 teachers give—individualized, supplemental, success-oriented—means that one or two ways of teaching a concept aren't enough. So opportunities to share and gather new ideas are important.

Equally important is the communication between Chapter 1 teachers and regular classroom teachers for the purpose of coordinating instruction. Chapter 1 teachers help ensure coverage and reinforcement of appropriate skills.

The Chapter 1 partnership is wide. It includes master teachers, dedicated administrators of both public and private schools, concerned parents, and students who need extra help to be successful. This partnership enterprise calls for the best efforts of all.

To have some extra time every day with a Chapter 1 teacher, to go back to the regular classroom with a feeling of "well done," to have a taste of success—small triumphs such as these give children the *one to grow on*.

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